**K-5 ELA Lesson Plan**

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| **Teacher: Collins** | | **Grade:1** | | | **Date(s)**: |
| **Unit Title: Wanted: A Few Good Friends** | | | **Corresponding Unit Task: #1 Creating A Song**  **about Rules** | | |
| **Essential Question(s): How can I become a good citizen?**  **How can I follow rules?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Poster/Power Point of Rules Being Followed**  **Vocabulary Cards**  **Graphic Organizer for Ideas About Good Citizens**  **Poster Paper for Class Song**  **Think Aloud Clouds (Questioning Prompts)**  **Read Aloud: Rules & Laws**  **(pp. 29-30 Harcourt/SS)**  **Following Rules (by Robin Nelson)**  **Writing Paper / Tablets / White Boards**  **Checklist for Creating a Song (link in the Task**  **description)** | | | | **Chores – tasks that need to be completed**  **Community – the area where a group of people live**  **or interact with each other**  **Cross – walk to the other side**  **Litter – to leave trash on the ground**  **Respect – to follow and obey a set of rules**  **Rules – words that tell us how to act or behave** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.1.1** - Ask and answer questions about key details in the text.  **RL.1.2** - Retell stories, including key details, and demonstrate understanding of their  central message or lesson.  **I Can Statement(s):**  I can demonstrate understanding of citizenship and rules by responding to questions.    **Instructional Plan:**  This lesson will begin the year in first grade and students will be given an opportunity to look at the pre-made poster/Power Point to observe students using rules in a classroom setting. Students will then be given time to share what they see students doing in each slide.  This will be the hook for introducing the words: citizenship and rules and the PBIS word of the month ‘respect.’ (see word study)  Students will be directed to listen as pp. 29-30 (SS) is read and the story ‘Following Rules.’ A discussion about what the characteristics of good citizens will follow as a review to assess what was just learned. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.1.8** - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s):**  I can gather information to answer questions about what makes a good citizen.  **Instructional Plan:**  Students will participate in recalling rules that make a good citizen as they are written for the class on the graphic organizer. Students and teacher will consolidate these ideas into 5-6 rules that are stated in a positive manner. The statements will then be recorded on a poster and placed in the classroom for frequent review.  The teacher will then guide students through the process of creating a song using their predetermined classroom rules. Choose a familiar tune (London Bridge is Falling Down, Hickory Dickery Dock, You Are My Sunshine, Row Row Row Your Boat, etc.) The teacher will model the first line/verse of the song and record it on chart paper. Students will assist in the development of new lines to add to their song.  The song will be drafted, edited and completed over the next few days. It can also be used during transitions. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.1.1** - Demonstrate command of the conventions of standard English Grammar when writing or speaking.  *j. Produce and complete simple and compound declaratives, interrogative, imperative, and exclamatory sentences in response to prompts*.  **I Can Statement(s):**  I can determine the meaning of unknown words and phrases.  **Instructional Plan:**  Using prepared word cards or Power Point slides, students will examine words and their definitions. Additional synonyms will be found on the computer to begin what will be referred to as our ‘rich vocabulary’ word list.  Words will be put on the ELA word wall for future reference. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **S.L.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion.) 2. Build on other’s talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion.   **I Can Statement(s):**  I can listen to information and share my ideas with others.  **Instructional Plan:**  Once the song has been written and posted, students will participate in rereading/memorizing the class song. | | | | |
| **Closing/Summarizing Strategy** | Students will take a tour of the building and examine other rules posted throughout the main hallways. Each one will be read and discussed once back inside the classroom for further discussion. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can select one of the class rules and illustrate it in their journals.** | | **Students will have opportunities to demonstrate the rules on a daily basis.** | | | **The song written for classroom rules will be posted for future reference. Words will be posted on the ELA word wall.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  The teacher will use the ‘checklist for creating a song’ as an informal assessment. Students will also be observed on a daily basis to determine their level of understanding. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*